

## Interim Work Discussion Guide

This will be a backward process. Be prepared to discuss with your table group.

### Part I:

1. Begin with the student results.
2. Determine which work hit the target, almost hit the target, and which missed the target.
3. If you have work that missed the target, evaluate the assessment. Did it assess the target?
4. Was the target aligned to the standard?
5. What instruction took place?
6. What can be done to improve the alignment?
7. If the alignment is correct, what will your next steps be instructionally?

### Part II:

1. For work that almost hit the target, evaluate where the students made errors.
2. Was there something in the assessment that is unclear or could have caused confusion?
3. What feedback should be given to the students?
4. How could this target be reassessed for those students that missed a portion of it?
5. What will your next steps be instructionally?

Part III:

1. For work that hit the target, evaluate why the students were successful.
2. What about the alignment of the standard, target, and assessment worked?
3. What feedback should be given to the students?
4. How could this target be accelerated if it seems to be below the level of the students?
5. What will your next steps be instructionally?

# Bloom's Taxonomy

## I. KNOWLEDGE (drawing out factual answers, testing recall and recognition)

who	where	describe	which one
what	how	define	what is the best one
why	match	choose	how much
when	select	omit	what does it mean

## II. COMPREHENSION (translating, interpreting and extrapolating)

state in your own words	classify	which are facts
what does this mean	judge	is this the same as
give an example	infer	select the best definition
condense this paragraph	show	what would happen if
state in one word	indicate	explain what is happening
what part doesn't fit	tell	explain what is meant
what expectations are there	translate	read the graph, table
what are they saying	select	this represents
what seems to be	match	is it valid that
what seems likely	explain	show in a graph, table
which statements support	represent	demonstrate
what restrictions would you add		

## III. APPLICATION (to situations that are new, unfamiliar or have a new slant for students)

predict what would happen if	explain
choose the best statements that apply	identify the results of
judge the effects	select
what would result	tell what would happen
tell how, when, where, why	tell how much change there would be

#### **IV. ANALYSIS (breaking down into parts, forms)**

distinguish	what is the function of
identify	what's fact, opinion
what assumptions	what statement is relevant
what motive is there	related to, extraneous to, not applicable
what conclusions	what does author believe, assume
make a distinction	state the point of view of
what is the premise	state the point of view of
what ideas apply	what ideas justify conclusion
what's the relationship between	the least essential statements are
what's the main idea, theme	what inconsistencies, fallacies
what literary form is used	what persuasive technique
implicit in the statement is	

#### **V. SYNTHESIS (combining elements into a pattern not clearly there before)**

create	how would you test	make up
tell	propose an alternative	compose
make	solve the following	formulate
do	plan	how else would you
choose	design	state a rule
develop		

#### **VI. EVALUATION (according to some set of criteria, and state why)**

appraise	what fallacies, consistencies, inconsistencies appear
judge	which is more important, moral, better, logical, valid, appropriate
criticize	find the errors
defend	compare

## Multiple Choice Task Template

<b>What target(s)/goal(s) you are assessing?</b>
<b>At what DOK level are you assessing?</b>
<b>What is the question or prompt? Will a graphic be used?</b>
<b>What's the correct answer?</b>
<b>What are the three distractors? Why is each appropriate?</b>

## Constructed-Response Task Template

**What learning target(s)/goal(s) are you assessing?**

**What DOK level are you assessing?**

**What will a really good answer include?**

**What's the question?**

## General Scoring Guide/Rubric for Constructed-Response

Score	Description	Scoring Notes for a Specific Task
4	<p>Student completes all important components of the item and communicates ideas clearly.  Response demonstrates in-depth understanding of the relevant concepts and/or process.  Where appropriate, student chooses more efficient and/or sophisticated processes.  Where appropriate, student offers insightful interpretations or extensions (generalizations, applications, analogies).  <b>Key Words used in the Description: in-depth, thorough, detailed, complete, sophisticated</b></p>	
3	<p>Student completes most components of the item and communicates clearly.  Response demonstrates an understanding of major concepts even though student overlooks or misunderstands some less-important ideas or details.  <b>Key Words used in the Description: general, broad, fairly sound</b></p>	
2	<p>Student completes some important components of the item and communicates those clearly.  Response demonstrates that there are gaps in the student's conceptual understanding.  <b>Key Words used in the Description: limited, partial, simplistic, basic, rudimentary</b></p>	
1	<p>Student addresses only a small portion of the question.  <b>Key Words used in the Description: little, minimal, inadequate</b></p>	
0	<p>Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.  <b>Note: This description is used in all rubrics.</b></p>	
Blank	<p>No response.  <b>Note: This description is used in all rubrics.</b></p>	